

KAA Curriculum Overview	Drama	Year 7	EOY Exam	Sequencing and Progression		
<p><b>Rationale</b></p> <p>In Year 7, students are given an introduction to drama education</p> <p>In the Autumn term students focus on learning key drama explorative skills that will become the building blocks of devised theatre. They will then apply these to a stimulus to create a short piece of devised work with clear characters. Character skills are assessed and built upon (from any previous understanding) in the baseline assessment</p> <p>The Spring term students explore a text, looking at the context of WW2 and learn new drama skills applying them to extracts from the text. Students delve into character work using the protagonists of the play, exploring how to use physicality and voice to create believable characters.</p> <p>In the Summer term, students will be introduced to the genre of Elizabethan theatre. Students will look at extracts from a range of plays focusing on a key theme. Students will explore and perform Shakespeare's language in performance and further their characterisation skills. This is the first genre students will look at, an introduction to the history or theatre from a known playwright.</p>			<p><b>Practical assessment 60% –</b></p> <ul style="list-style-type: none"> <li>● Creation of a clear character using voice and movement</li> <li>● Performance of extract with clear awareness of the audience</li> <li>● Creativity of ideas and sustained audience interest</li> <li>● Communication of relationships on stage</li> </ul> <p><b>Theory assessment 40%–</b></p> <ul style="list-style-type: none"> <li>● Key terminology definitions</li> <li>● Staging positions</li> <li>● Application of technical theatre to studied text</li> <li>● Evaluative acting response based on a chosen class assessment</li> <li>● Annotation of a script to show directorial intent</li> </ul>		<p>In drama, there is an assumption that many students have not experienced drama education before. Therefore, we start with three core skills needed within drama. Character development, text exploration and an introduction to drama skills and devised work</p> <p>Previous knowledge and practical ability is assessed in the baseline assessment including students ability to learn lines</p>	<p>In Year 8, students will continue to develop the explorative skills that they have learned within Year 7.</p> <p>Students will also be expected to expand on their practical demonstration of physical and vocal skills within successful characterisation.</p> <p>The introduction to Shakespeare will be the start of a journey across several genres with theatre exposing student to different forms and conventions.</p>
<b>Term</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>			
<a href="#">Link to MTP Overview</a>						
<b>Topic studied &amp; Fertile Question</b>	<p><i>What is Drama?</i></p> <ul style="list-style-type: none"> <li>● Introduction of technical skills Freeze-frame, thought-track, proxemics, marking the moment, improvisation and split-stage</li> <li>● Devise and perform a three scene piece from a stimulus using the learnt technical skills</li> </ul>	<p><i>What makes a person real?</i></p> <ul style="list-style-type: none"> <li>● Introduction to the play “The lion, the witch and The wardrobe” exploring context, cross-cutting, soundscape, status, physicality and allegory.</li> <li>● Perform and learn an extract from the play for assessment demonstrated clear characters</li> </ul>	<p><i>Can we learn from Elizabethan theatre?</i></p> <ul style="list-style-type: none"> <li>● Introduction to five Shakespeare plays looking at their key themes</li> <li>● Applying key drama techniques to Shakespeare's texts to explore themes and characters</li> <li>● Perform and learn an extract of “ Julius Caesar”</li> </ul>			
<b>Adjustments following last assessments / evaluation.</b>	Give options within the stimulus similar to GCSE/ change picture	Use google classroom to give students more information about the play as it is not studied in its entirety	Refine first five lessons to ensure that key drama skills are being learnt or refined from earlier in the year. Each play should have a theme focus and a skill- Romeo and Juliet look at conflict but needs a stronger skill focus			
<b>Key knowledge and skills students need to have gained by the end of the unit</b>	<ul style="list-style-type: none"> <li>● Demonstrate an understanding of character and how to build a character using voice and movement</li> <li>● How to learn lines from a short script</li> <li>● Understand the key skills of freeze=frame, thought-track, proxemics, split-stage and proxemics</li> <li>● Perform a range of explorative drama skills within practical work</li> <li>● Demonstrate an understanding of what a stimulus is and the different types of stimuli.</li> <li>● Devise a piece from a chosen stimulus</li> <li>● Use appropriate subject specific language throughout lessons and feedback.</li> <li>● Effectively use feedback to improve the performance of others and own work.</li> </ul>	<ul style="list-style-type: none"> <li>● Understand the historical context of the play</li> <li>● Understand key drama skills such as soundscape, cross-cutting and physicality</li> <li>● Demonstrate an understanding of what characterisation is and how to create it using a range of voice and movement skills.</li> <li>● Perform an extract of LWW with lines learnt</li> <li>● Use appropriate subject specific language throughout lessons and feedback.</li> <li>● Effectively use feedback to improve the performance of others and own work.</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate an understanding of the historical context of Elizabethan Theatre</li> <li>● Understand a selected key theme from a range of Shakespeare's plays</li> <li>● Develop and perform clear characterisation of selected Shakespeareian characters</li> <li>● Understand how to use voice and physicality effectively to create a clear character</li> <li>● Demonstrate an understanding of how to use voice effectively to perform Shakespeareian language</li> <li>● Perform and learn lines for an extract of Julius Caesar</li> <li>● Effectively use feedback to improve the performance of others and own work</li> <li>● Use appropriate subject specific language throughout lessons and feedback</li> </ul>			
<b>How is understanding assessed at the end of the unit?</b>	<p>Throughout the unit student's complete written booklets. There are peer/self-marked questions each lesson to identify students' understanding and any possible misunderstandings.</p> <p>A summative practical assessment takes place at the end of term. Students must perform their devised piece in a group. Students are assessed on the following;</p> <ul style="list-style-type: none"> <li>● Communication of clear ideas from the stimulus</li> <li>● Creation of a clear character using voice and movement</li> <li>● Performance of devised work with clear awareness of the audience</li> <li>● Use of explorative drama skills to communicate plot and character</li> </ul>	<p>Throughout the unit student's complete written booklets. There are peer/self-marked questions each lesson to identify students' understanding and any possible misunderstandings.</p> <p>A summative practical assessment takes place at the end of term. Students must perform their extract of LWW in a pair. Students are assessed on the following;</p> <ul style="list-style-type: none"> <li>● Creation of a clear character using voice and movement</li> <li>● Performance of extract with clear awareness of the audience</li> <li>● Creativity of ideas and sustained audience interest</li> <li>● Communication of relationships on stage</li> </ul>	<p>Throughout the unit student's complete written booklets. There are peer/self-marked questions each lesson to identify students' understanding and any possible misunderstandings.</p> <p>A summative practical assessment (60%) takes place at the end of term. Students must perform an extract of Julius Caesar as a pair. Students are assessed on the following;</p> <ul style="list-style-type: none"> <li>● Creation of a clear character using voice and movement</li> <li>● Performance of extract with clear awareness of the audience</li> <li>● Creativity of ideas and sustained audience interest</li> <li>● Communication of relationships on stage</li> </ul> <p>Students must also complete a written assessment (40%) in which the following is assessed;</p> <ul style="list-style-type: none"> <li>● Key terminology definitions</li> <li>● Staging positions</li> </ul>			

			<ul style="list-style-type: none"><li>● Application of technical theatre to studied text</li><li>● Evaluative acting response based on a chosen class assessment</li><li>● Annotation of a script to show directorial intent</li></ul>
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